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NOTICES OF NEW BOOKS.

A Short History of Science. By W. T. SEDGWICK, and H. W. TYLER. New York, The Macmillan Company, 1917.—pp. xvi, 474.

In the preface we are told that "this book is the outgrowth of a lecture course given by the authors for several years to undergraduate classes of the Massachusetts Institute of Technology, the chief aims of the course being to furnish a broad general perspective of the evolution of science, to broaden and deepen the range of the students' interests and to encourage the practice of discriminating scientific reading."

"There are of course excellent treatises on the history of particular sciences, but these are as a rule addressed to specialists, and concern themselves but little with the important relations of the sciences one to another or to the general progress of civilization. The present work aims to furnish the student and the general reader with a concise account of the origin of that scientific knowledge and that scientific method which, especially within the last century, have come to have so important a share in shaping the conditions and directing the activities of human life. . . ."

"It has naturally been foreign to the purpose of the authors to admit matter too technical for the general student or, on the other hand, too slight in its influence on the general progress of science. The division of responsibility between them corresponds roughly to that implied by the title 'mathematical' and 'natural sciences.' . . . No attempt has been made by the authors to follow an encyclopedic plan, under which all fields should receive proportional space and treatment, each by a competent representative, but some fullness of presentation has been aimed at in the particular branches with which they are themselves familiar, with briefer indication of developments along other lines."

As far as the authors have carried out this admirable program the book is indeed a most useful and interesting text for the student; but the program is unfortunately an extremely difficult one to carry out consistently. In the greater part of the book we are shown the trees rather than the forest, what individual men have done rather than the part they played in the total development of science; and in general we are shown the men rather than the evolving science. However, the book does give us many valuable views of the larger development, sometimes as chapters and sometimes as paragraphs, mostly as the latter. The first chapter, on Early Civilizations, is such a valuable view, and so is the second, on Early Mathematical Science in Babylonia and Egypt. But in the third and fourth chapters we are left with a far from clear or accurate picture of the development of early Greek science. Of course this is not remarkable, for where were the authors to get this picture themselves at second hand? The history of Alexandrian science, especially mathematics and astronomy, is given in some detail; and the great work of Archimedes and his place in the history of science are made clear to the reader. The part that the Romans played in the history of science does not seem to me adequately or clearly told.

The story of medieval and modern science is naturally better told. The authors seem to me to have selected admirably the facts that were important for the student to be shown; though there is much that is confusing and too little that is enlightening for the beginner who wishes to see the forest rather than the trees. Yet let me hasten to add that there are most enlightening paragraphs scattered here and there, and that the last chapter, on natural science in the nineteenth century, is especially illuminating.

In general, this is not the textbook on the history of science which I wish we might put into the hands of our undergraduates; but it is so much better than any we have had, that we are greatly indebted to the authors. In saying this I have especially in mind the teachers of philosophy who believe that the department of philosophy should hold itself responsible for the teaching of the history of science in our colleges.

WALTER T. MARVIN.

RUTGERS COLLEGE.

Instinct in Man. A Contribution to the Psychology of Education. By JAMES DREVER. Cambridge, University Press, 1917.—pp. x, 281.

This essay, originally a thesis for the doctorate at the University of Edinburgh, is here published without material changes. It is a comprehensive and detailed psychological study of the instinctive tendencies in man. The author's general standpoint is similar to that of McDougall, though different in details. The subtitle is misleading; the references to education are few and perfunctory.

In the introductory chapter the author differentiates psychology from biology and physiology as the science whose explanations are "in terms of experience, in psychical terms" (p. 4). While thus not an extreme behaviorist, his attitude is functional, as is illustrated by his provisional definition of instinct as "an innate impelling force guiding cognition, accompanied by interest or emotion, and at least partly determining action" (p. 20).

Two chapters devoted to an historical sketch of the more important views of instinct in modern times disclose extensive knowledge of the sources of the history of psychology. The following three chapters criticize theories of instinct advanced by Bergson, Lloyd Morgan, Stout, and Charles Myers. The seventh chapter opens with an effective criticism of Thorndike's elaborate attempts to classify instincts as definite responses to definite situations. Though taking sides with McDougall on this last point, the author takes issue with McDougall's doctrine that emotions are invariable accompaniments of instinctive activity. He concedes that all instinctive activity has an affective tone, an interest but he restricts the term 'emotion' to cases where the activity is impeded and the affective side intensified in consequence. The reviewer